

The intent of our **RE** curriculum at Lyncrest is that children will receive a quality education and leave primary school equipped with the skills, experience and knowledge in the following key areas:

Oracy - To discuss the diversity of religions and worldviews and to communicate their ideas, whilst recognising other people's viewpoints.

Possibility and Growth – To enable children to explore the wide range of principles from different beliefs, faiths and religions.

Community – To understand that they are part of a multicultural community and to recognise the impact of religions and beliefs locally, nationally and globally.



Our RE curriculum is locally determined by the Standing Advisory Council on RE (SACRE), which is responsible for producing the local Agreed Syllabus for RE.

At Lyncrest, we have purposefully used the local council's SACRE documentation to inspire our RE Curriculum and adapt the available resources to personalise teaching to suit the needs of our children. Our long-term map shows the overview of the units to be taught and the progression within those areas. Lessons build upon prior knowledge to provide a progression of experience and knowledge year upon year from EYFS through to Year 6.

Our RE curriculum is enhanced through providing opportunities to have first-hand experiences to build cultural capital such as inviting visitors to school and visiting different religious establishments.

VOCABULARY PROGRESSION

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Christianity Bible, special book Christ, Jesus Beliefs Christian Church Priest Vicar Minister Worship Advent Christmas Nativity Celebration Festival Prayer	Christianity Significant people Samaritan Moral/morality Values New/Old Testament Decorations Gifts Christingle Service Carpenter Easter Good Friday Palm Sunday Resurrection Disciple Hymn Miracle Sin / Sacrifice	Christianity Teachings Ten Commandments Stone Tablet Moses Mount Sinai Parables Revisit Torah Scrolls and Synagogue	Humanism Humanism Humanist Belief System Happiness Happy Human Consequences Golden rule Sikhism Turban Acceptance Amrit Ceremony	Humanism/Comparative Marriage Ceremony Registrar Funeral Celebrant Human rights Christianity Holy Communion Bishop Reverend Elder Organist Psalm Hymn	Humanism Agnosticism Atheism Natural Selection The Big Bang Theory Scientific Evolution Islam Jihad Prejudice Discrimination Persecution Terrorism Terrorist

	<p>Judaism Jew Jewish Judaism Sabbath Shabbat Challah Menorah Torah Scrolls Synagogue</p> <p>Islam Allah Mohammad Muslim Islam Islamic Prophet Mosque Qu'ran</p>	<p>Hinduism Hindu Hinduism Mandir Temple Shrine Rama Sita Diwali Holi</p> <p>Sikhism Sikh Sikhism Guru Gurdwara Duty</p>	<p>Judaism Ark Bimah Kippah Ner Tamid (Eternal Light) Star of David Rabbi 5 books of Moses (Chumash) Messiah</p> <p>Hinduism Murti Vedas Karma Yogas Bhakti</p> <p>Sikhism Gura Granth Sahib 5K's – Kesh, Kanga, Kara, Kirpan, Kachera Guru Langar Creator</p> <p>Islam 5 Pillars of Islam – Shahadah, Salat, Zakat, Sawm, and Hajj.</p> <p>Buddhism Buddhism Buddha Buddhist Monk Meditation Deity Tripitaka (Holy book)</p>	<p>Buddhism Enlightenment 4 Noble Truths 8 Fold Path Wheel of Life (Becoming)</p> <p>Islam Recap the 5 pillars Almsgiving</p> <p>Christianity Pentecost Ascension Lent Symbolism Church of England Roman Catholic Protestant Trinity Mass Methodist Baptist Gospel</p> <p>Hinduism Raksha Bandhan Vishnu Shiva</p>	<p>Buddhism Buddha Day Dharma Day Society Restrictions</p> <p>Islam EID Fasting Sawm Ramadan Pilgrimage Hajj</p> <p>Judaism Traditional Orthodox Progressive Reform Interpretation</p>	<p>Christianity Origins Scientific Theory Universe</p>
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By the end of their time at Lyncrest a year 6 child will be able to:

- Recall facts about the religions and beliefs they have studied.
- Explain the differences in practice.
- Make interpretations within and between different religions/belief systems.
- Explain how a concept/belief e.g forgiveness, resonates with their own lives.
- Identify how concepts/beliefs might be different for other people because of their own religion/belief.
- Express their own thoughts and reflect on them in relation to other views.
- Consider different arguments/aspects relevant to the enquiry question.
- Express their answer and support this with rationale.

In order to support all children to achieve this, including those with Special Educational Needs, we will:

- Provide opportunities for discussion in smaller groups so children can demonstrate understanding.
- Provide oral instructions for pupils and present materials in a variety of formats.
- Provide differentiated tasks for recording ideas.
- Provide images and picture prompts to support the completion of tasks.
- Provide frequent checks so individuals know how well they are progressing with a learning intention.
- Provide timely feedback to ensure that pupils understand the connection between what was taught and what was learned.
- Pre teach vocabulary and new concepts.
- Provide access arrangements, such as scribe or additional time, where appropriate.
- Identifying children who may struggle and offer extra provision.
- Remind children how to be respectful when discussing opinions different to their own.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Christianity People</p> <p>Why are God and Jesus special to Christians? Church – purpose, appearance & key features. Leaders of church services (Vicar/Priest/Minister)</p>	<p>Christianity Christmas</p> <p>Explore special times for Christians – Advent Christmas Story of the nativity.</p>	<p>Christianity Special text – Bible.</p> <p>What is it? It comes in 2 parts. Why is it important to Christians? Look at key stories: Creation. David & Goliath Jonah and the Whale.</p>	<p>Judaism People</p> <p>Jews are people who follow Judaism. Special books – Torah scrolls. Place of worship – Synagogue. Jews/Christians believe in 1 god – same god. Link to Creation and the important of Shabbat – celebration of the Sabbath day. A day of rest. How do they celebrate Shabbat?</p>	<p>Islam People and places</p> <p>Who is Allah? Muslims are people who follow the Islamic faith. What is a prophet? To learn that Mohammad was a prophet. To listen to stories about Mohammad’s life and how he became a prophet. Special book – Qu’ran Where do Muslims go to pray? Mosque What does a Mosque look like?</p>	<p>Comparative Unit</p> <p>Similarities between Christianity, Judaism and Islam. Recap the important people of these different faiths. Recap places of worship. Recap special books. Discuss how these are the same or different.</p>
Year 2	<p>Christianity</p> <p>People important to Christianity (Jesus, Mary, Mother Theresa & Mandela...) and why they are important. The Bible and its importance to Christians. (Recap from Year 1 what it is and the 2 parts it comes in). Why do Christians read the Bible? Introduce why the Bible is in two parts. Share stories about Jesus (Good Samaritan & Moses). What do they teach Christians?</p>	<p>Christianity Key Festivals</p> <p>Harvest Christmas – recap why it is an important celebration for Christians. Explore how Harvest/Christmas is celebrated around the world. What? Why? How and Where?</p>	<p>Hinduism</p> <p>Intro - Hindu’s worship many Gods and Goddesses. Intro - Places of Worship - Mandir What is a shrine? How do they use a shrine to pray? Key festival – Diwali and Holi</p>	<p>Christianity Easter</p> <p>Christians celebrate many special events, e.g. baptism of a baby, harvest, Christmas, and Easter. (recap) Life of Jesus – Early life, growing up into adulthood and family members. Easter Story – to know that Jesus died for the sins of other people. How Easter is celebrated today.</p>	<p>Sikhism</p> <p>People and places. (Link with God and Creation) Sikhs follow the teachings of Gurus, received from God. Three duties – Pray, Work, Give. Place of worship – Gurdwara. (link to Christianity and Hinduism)</p>	<p>Comparative Unit</p> <p>Similarities and differences between Christianity, Hinduism & Sikhism. The importance of key festivals/celebrations. Learning from stories and having core values. Significant people within these faiths – God/Jesus, Gods and Goddesses, Gurus - Messengers etc.</p>

<p>Year 3</p>	<p>Christianity What is the purpose of the old testament. What is the purpose of the new testament. What are the Key teachings of the old testament – 10 commandments & Moses (People travelled through the wilderness to find their new home.)</p>	<p>Judaism Recap Key people & places. Place of worship Key text – Torah Discuss the importance of the Torah Scrolls. Key features of a synagogue. Key teachings - 10 commandments & Moses Compare this with previous Christianity unit.</p>	<p>Hinduism Recap Key people & places. Key features of Mandir Temples/shrines Purpose of a Murti. Key texts – The Veda Key teachings. Karma – a call to follow the path of righteousness Spiritual practises (Yogas) Prayers (Bhakti)</p>	<p>Sikhism Recap Key people & places. Key features of a Gurdwara. Key text – Guru Granth Sahib (How it came into being. The significance of a living guru.) Key teachings – 5 K's/3 key values</p>	<p>Islam Key people & places recap from Year 1. Place of worship – key features and rules. Key text – Qur'an Key teachings – 5 pillars of Islam</p>	<p>Buddhism Where and how Buddhism started. Who was Buddha. No Deity. Places to meditate and role of teachers. Key text - Tripitaka Key teachings – way of life.</p>
<p>Year 4</p>	<p>Humanism Belief system Explore what it means to be a Humanist. Look at the significance of happiness to Humanism. (The Happy Human Symbol) Key beliefs</p>	<p>Sikhism Meaning of festivals and celebrations. (Why/purpose?) Diwali - Baby naming Amrit Ceremony /Turban (link to prior learning) – acceptance of life/death Concept of reincarnation.</p>	<p>Buddhism Understand the concept of enlightenment, Buddha's 8 fold path & the 4 noble truths. The Wheel of Life (Becoming).</p>	<p>Islam Deeper understanding of life/rules for a Muslim. Recap 5 Pillars of Islam Focus on Shahada (Faith) One God/Allah Salah (Prayer) How Muslims pray. Zakat (Almsgiving) Sharing wealth /charity.</p>	<p>Christianity Christian Year and meanings of major festivals – symbolism. Christmas, Pentacost, Easter & Lent. What impact these celebrations have on our sense of community? Variation in Christianity – Church of England, Roman Catholic , Methodists, Baptists ... Explore different practises and beliefs.</p>	<p>Hinduism What is Raksha Bandhan? The meaning of the Hindu festival Raksha Bandhan. Explore how Hindu festivals are celebrated all over the world. Introduce the concept of Karma & Reincarnation.</p>

<p>Year 5</p>	<p>Humanist/Comparative Unit Humanist Baby Naming Ceremony/ compare to Sikhism What do Humanists value in life? Discuss how weddings and funerals are the same/different to religious ceremonies. Explore Humanists views, do they share these with other beliefs/faiths?</p>	<p>Christianity Understand the key parts of a Christian Church and key roles. (bishop, reverend, priest, minister...) Discuss the meanings of hymns/songs played within Church. Explore Jesus' teaching as a foundation for Christian living. . Personal life .Moral decisions /lifestyle choices .Contributions in public life . Beliefs about life and death.</p>	<p>Buddhism To know the meanings of key festivals. (Buddha day and Dharma day) Discuss the significance of Karma to a Buddhist. Cycle of rebirth and death (The Wheel of Life). Discuss how changes in society may have affected the practises of Buddhism.</p>	<p>Islam Recap 5 Pillars of Islam Focus on Sawn (Fasting) How festivals/events are celebrated (e.g. Ramadan/EID) Hajj (Pilgrimage) What, how and why? 5 Pillars and their significance to their faith today.</p>	<p>Hinduism/Comparative Unit Reincarnation/Karma – recap and explore meaning of. How do the concepts of Karma & reincarnation compare to the view of Buddhists/Sikhs? Discuss how Humanist's beliefs of death differ to religious beliefs.</p>	<p>Judaism What is Orthodox Judaism? What is Reform Judaism? Explore the differences between traditional (Orthodox) and progressive (Reform) Judaism. . At the synagogue . Shabbat celebrations The differing approaches to the Torah.</p>
<p>Year 6</p>	<p>Humanism How do Humanists decide what to believe? (Link back to religions that follow teachings in holy texts). Why don't Humanists believe in god or gods? How do Humanists believe we can lead a morally good life?</p>	<p>Comparative Unit How do the roles of religious leaders/ teachers compare within different faiths/beliefs? Identify the key religious leaders/ teacher and discuss their purpose. Discuss their role within the community. Explore how society would change without these leaders/ teachers?</p>	<p>Islam How do Muslims today emulate the teachings of Prophet Muhammad? Discuss how Muslims emulate the teachings of Mohammad? What challenges might Muslims face in today's society? Discuss how the meaning of Jihad is misunderstood today. It means the struggle to become a better Muslim within yourself.</p>	<p>Christianity Discuss/compare biblical creation stories to scientific theory about the origins of the universe. Explore stories from the New Testament, e.g. The fruits of spirit Galatians 5 and 1 Corinthians 13, on life and their relevance for today's world and their own communities.</p>	<p>Hinduism Symbolism Explore the symbolism of selected murtis and what these tell us about the nature of god. How is symbolism evident in other faiths?</p>	<p>Comparative Unit Pilgrimage What is pilgrimage & what role does this play in different beliefs? How do religious views around the world/local community differ? How do they shape our community?</p>